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saving appliances, methods of cleaning and renovating, disinfectants, fumigants, and household pests. The chapter on storage of all kinds from vegetables to sporting goods shows keen appreciation of this very important problem of the housewife. It would seem that some of the material included under household furnishing belongs more directly in a book on house planning and furnishing.

## II. BOOK NOTES AND REVIEWS<sup>1</sup>

*A discussion of liberal and vocational studies in the colleges.*<sup>2</sup>—The discussion as to the relation of liberal and vocational studies has been for some time a bitter partisan controversy. The ultra-protagonists of the liberal studies would eliminate all vocational studies, while those of the latter would have nothing to do with the liberal studies; in fact, the radicals have seen no relation of the two types of studies in a program of higher education.

A recent paper should do much to lessen the ambiguity, confusion, and partisanship which have so often characterized discussion of the subject. In this paper Professor Stuart holds no brief for either type of study to the exclusion of the other. He states his thesis as follows: "Our present age being one of social idealism and of increasing application of the resources of nature to human ends, it is essential that our ideal of education and of personal culture should embody, in close and well-balanced co-operation, the liberal and the vocational elements." Vocational studies, he says, supply a knowledge of or about the means and machinery of life, and the liberal studies supply a direct and immediate acquaintance with the characteristic interests and experiences of life. Both, he states, are necessary. This paper is especially recommended to the partisans of the vocational or liberal studies.

*A series of commencement orations and baccalaureate sermons.*<sup>3</sup>—The titles of twelve discourses of general and educational interest are: "Faith, Hope and Charity"; "Vocations and Avocations"; "Why Is a Seminary?"; "The Institutional Church"; "The Chemistry of Souls"; "Privilege of the Strong"; "Opening the Book"; "Sincere without Offense"; "Following in His Steps"; "The Unmaking of a Man." These twelve commencement

<sup>1</sup> The first four of the following reviews were written by W. G. Reeder, Fellow in Education, University of Chicago. The remaining ones were prepared by the editor of this department.

<sup>2</sup> HENRY WALDGRAVE STUART, *Liberal and Vocational Studies in the College*. Stanford University, California: Published by the University. Pp. 72. \$0.75.

<sup>3</sup> DAVID M. STEELE, *Addresses and Sermons to Students*. New York City: Putman. Pp. ix+257. \$1.50.

addresses, orations, and sermons have been arranged, according to the author, to typify a dozen coteries of students; among young men, medical, theological, and university graduates; and young women, both of boarding-school and college age.

The usual book of addresses is not read because it is not interesting. But Dr. Steele's volume is an exception; it is intensely interesting. Every discourse has a message and is presented in attractive style.

There is a common philosophy in all the discourses: it is the demand for contact with realities in education. Dr. Steele has no patience with an education the chief purpose of which is to train the memory. The important thing, he says, is to deal with things rather than with the symbols of things. The book should be of interest to the lay as well as the professional group.

*Two annual reports of a superintendent of schools.*<sup>1</sup>—What should go into the report of the superintendent of schools? One answer to this question is: The content of such reports should be determined by the interpretability and use of the data presented. These data should be selected and presented in a way that will contribute to an improvement of school practice. It must be frankly said that few of our superintendents' reports contribute much to the realization of such an objective.

The two latest annual reports of one of our largest and most progressive school systems follow the plan of the traditional report. Such a report is a composite volume introduced by a statement from the superintendent of schools, followed by general descriptive reports from the officers of the various departments. These statements are followed by a large body of statistical data, usually uninterpreted, and therefore, on the whole, unintelligible to the public.

A considerable portion of the Detroit reports is taken from the secretary's financial statement of the receipts and disbursements for each fiscal year. One is surprised to find that the smallest of the financial items are published—those as small as \$1.00. Such a financial statement in all probability could better have been condensed and published as "unit" costs.

*Three recent bulletins of the United States Bureau of Education.*—The Commission on the Reorganization of Secondary Education has outlined those fundamental principles which appear to it to be most helpful in directing secondary education. This is one of the most authoritative statements of

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<sup>1</sup> *Seventy-fourth and Seventy-fifth Annual Reports of the Board of Education of the City of Detroit.* Pp. 245.